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ABSTRACT

The purpose of this study was to determine whether or not Arts on the Square in Richmond, Virginia needed a multimedia center to enhance the implementation of its instructional art culturally-oriented programs. The study was descriptive, using the purposive non-probability sampling technique. The instrument used in the study was designed for Arts on the Square. The survey method used in this study was the interviewer-administered questionnaire. The study findings suggest that there is a need in Arts on the Square for a multimedia center that will enhance the instructional art culturally-oriented programs. Over 90% of the respondents considered that the provision of a multimedia center in Arts on the Square was "important" or "very important" for their class instruction and that it would influence their instruction in a positive way. (JG)

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ED 392 655

THE NEED FOR A MULTIMEDIA CENTER TO ENHANCE THE IMPLEMENTATION OF INSTRUCTIONAL ART CULTURALLY-ORIENTED PROGRAMS IN ARTS ON THE SQUARE

by

Janet Alvarez Gonzalez

A Project Submitted To The Faculty Of
The School Of Graduate Studies
Of Virginia State University
In Partial Fulfillment
Of The Requirements
For The Degree Of
Master Of Education

Major Subject: Educational Media

Approved

Major Professor

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ABSTRACT

The purpose of this study was to determine whether or not Arts on the Square in Richmond, Virginia needed a multimedia center to enhance the implementation of its instructional art culturally-oriented programs. The study was descriptive, using the purposive non-probability sampling technique. The instrument used in the study was designed for Arts on the Square. The survey method used in this study was the interviewer-administered questionnaire. The study findings suggest that there is a need in Arts on the Square for a multimedia center which will enhance the instructional art culturally-oriented programs. Over 90% of the respondents considered that the provision of a multimedia center in Arts on the Square is "important" and "very important" for their class instruction and that it will influence their instruction in a positive way.

CHAPTER ONE: INTRODUCTION

History of Arts on the Square

In October of 1991 the 6th Street Market Place expanded its horizons with the opening of Arts on the Square. This 8,700 square feet art gallery and space studios were created to " become an integral part of the marketplace's economic development plan. Through cultural, educational and entertainment programs, the Arts on the Square endeavors to substantially increase the pedestrian traffic, and subsequently, the potential shoppers in the Marketplace. Further, through the low rental of studio space for artist, who will be part of the overall marketing strategy." (Arts on the Square, Goal Statement for Arts on the Square).

This Gallery is affiliated with The Last Stop Gallery, a Shockoe Bottom art center. In its early days Arts on the Square was thought as a "visitor's destination" Jay B. Lafler. Godmans Segar's senior vice president and director of mall management and leasing, said "Arts on the Square" is being viewed as "a destination point for visitors to the city" (Osborn, 1991).

On the other hand, the gallery had established a set of purposes which include: (1) to promote the appreciation of, participation in and advancement of visual and performing arts, (2) establish and operate a creative arts center, (3) to sponsor children and adult tours to area museums, galleries and other locations of artistic and creative interest (Arts on the Square Articles of Incorporation).

Nine local artists out of 40 who applied were selected to open working studios in Arts on the Square. The art fields represented were screen printing, batik-making and painting (The Richmond Newsleader, October 14, 1991). These artists along with the management of Arts on the Square began the implementation of their main purpose: "the art education of the public".

In November of 1991, Arts on the Square offered several workshops specially targeted to the children: (1) a mural painting project, (2) a paper jewelry-making workshop, and (3) a screen printing workshop for fifth through 12th graders (The Richmond Times Dispatch, October 25, 1991). In the summer of 1992, eight artists from Arts on the Square, together with

the City of Richmond Department of Recreation and Parks participated in Project Ready (Recreational and Educational Activities Designed for Youth), a city-sponsored summer program designed to introduce art to at-risk children. Various forms of art were thought including: stone carving, sculpture, mural painting, and individual painting.

In 1992, Arts on the Square began implementing its purpose of cultural awareness by providing a variety of performing artists. Some of the programs included short story readings of Virginia writers, Cafe Jazz concert series and slide presentation of photojournalists. (P. Branch personal communication, October 24, 1993).

Arts on the Square has housed many artists since it first open its doors in 1991. These artists have not only brought their artistic expressions but also their cultural and ethnic backgrounds to the gallery. Nowadays, Arts on the Square artists represent countries and cultures such as: Africa, The Netherlands, Bangladesh, Cuba, Puerto Rico, Germany and others. These artists are working together with

African-American artists to bring cultural awareness programs to the Richmond community. The management of Arts on the Square is committed to provide cultural awareness through arts education of the inner-city children and the community at large. (P. Branch personal communication, October 24, 1993).

Statement of Problem

Arts on the Square's commitment to the cultural education is limited to the scarce resources of each individual artist. The gallery almost does not possess any audio-visual or other type of supporting materials other than those provided by the artists themselves. Arts on the Square needs a multimedia center if it wants to fulfill its goal of cultural awareness in the city of Richmond. The general purpose of this study was to determine whether or not Arts on the Square in Richmond, Virginia needed a multimedia center to enhance the implementation of its instructional art culturally-oriented programs.

Significance of the Study

The significance of the study lies on the need to expose inner-city children and the community at large

to different cultures and ethnic backgrounds. The city of Richmond and the Commonwealth of Virginia in general is becoming more ethnically diverse with people immigrating from different parts of the globe.

Therefore it is important to provide Richmonders with the opportunity to learn about other peoples values, costumes and lifestyles, especially inner city children that may not have the opportunity to experience them otherwise. Teaching cultural awareness to children and adults through the arts accomplishes two objectives: (1) to promote and encourage the expression of creativity through the visual and performing arts and (2) to expose the individual to other ways of living. This study aimed to determine the importance of the provision of multimedia centers for the implementation of art culturally-oriented programs in institutions dedicate to the education of arts and the humanities.

Definitions

For the purpose of this study the following terms are defined as:

Classroom Learning Centers: A self-contained station in a classroom where devices, activities and materials are made available to a student and arranged in a manner that enables the student to use them to attain stated learning objectives through independent study (Thota, 1993).

Evaluation of Media: The process of determining the degree to which specific media items contribute to the attainment of desired instructional objectives (Thota, 1993).

Media (Educational or Instructional): Any item of material that may be used in teaching and/or learning and the devices needed to implement its use (Thota, 1993).

Media Center: A service unit in a school or school system that delivers a wide rang of services, materials and equipment to students and teachers designed to enable them to attain desired learning objectives. May be called by various other names such as Learning Resources Center (LRC), library or Instructional Materials Center (Thota, 1993).

Presentation Media: Media designed specifically to

present information passively to an individual or to a group of learners, such as a film, videotape or filmstrip (Thota, 1993).

Limitations

The study had several limitation. One limitation of the study was the lack of funding of the researcher. Another limitation is the lack of previous research conducted on the subject. Most of the data was gathered by personal interviews with the artists. Thus, the researcher assumed that the artists were serious in their responses. Yet another limitation of the study was that the results may only be applied to art institutions with teaching staff.

Research questions:

The researcher based this study on the following questions:

1. Is there a need for a multi-media center in Arts on the Square?

2. In what way, if any, will the provision of a multimedia center enhance the instructional art culturally-oriented programs in Arts on the Square?

CHAPTER TWO: LITERATURE REVIEW

The general purpose of this study was to determine whether or not Arts on the Square in Richmond, Virginia needed a multimedia center to enhance the implementation of its instructional art culturally-oriented programs. In order to understand the concepts of multimedia center and instructional media program, it was necessary to review the existing related literature. The literature review chapter is divided into the following sections: (1) evolution and design of multi-media centers, (2) functions and components of a multimedia center, and (3) instructional media and its use in cultural awareness.

Evolution of Multimedia Centers

Multimedia centers emerged as an alternative to the traditional methods of learning in schools. Educators have always been careful to experiment with new ways of applying the theories and principles of learning. According to Gillespi and Spirt (1983) the adoption of media programs administered through a school media center is a way to pursue new teaching strategies.

The beginning of the multimedia centers is closely tied to the school libraries. In many countries, including the United States, school libraries were slowly transformed into media centers. Gaver (1977) presented the case studies of four U.S. secondary schools' book-center libraries transformed into media centers. In her article, she compared the four library/media centers leading to the conclusion of their successful transformation. The author stated "...it is obvious that the presence of this library/media center as a demonstration has had a major positive influence outside the community it serves directly...(p.38). Gaver (1977) also pointed out some of the changes undertaken by libraries in the U.S. were the amounts of audio-visual materials, books and printed materials and the increased use of graphic arts.

Similar transformations of school libraries into media centers occurred in countries such as the United Kingdom, Sweden and France. Beswick (1977) described the transformation of secondary school libraries into multimedia centers in the United Kingdom as a steady

and cumulative school process. In his study, the author stated that a key point in the transformation of libraries was "the need to give out teachers services and support and help them feel adequate to cope with the demands that education in the modern world is making on them" (p.27).

Odenstam (1977) pointed out that in Sweden the process started in 1974 with experimental activities with educational aids centers in the Swedish schools of education. A major point in this study was the fact that teachers cannot rely just on books to stimulate learners; they need a set of different information media. Odenstam (1977) also stated "Since 1968, all schools of education in Sweden have been provided with special centres for technical aids to teaching. Thus, all schools of education in Sweden have a library, a centre for technical aids and a collection of teaching materials" (p. 41).

Delannoy (1977) described the setting up of a multimedia self documentation center in lower secondary schools in France. In this particular study, the author explored the reasons for the implementation of a

multimedia self documentation center as to increase learning procedures, have resources to all the educational media in order to help the learner to achieve self-fulfillment.

In designing a multimedia center, factors such as school size, goals and objectives as well as educational philosophy must be taken into consideration. According to Brown, Norberg and Srygley (1972) the design of multimedia centers was influenced by the size and character of school populations and the changes in educational thinking.

Another aspect of designing a multimedia center was the provision of space for different types of activities and group sizes. Brown, Norberg & Srygley (1972) pointed out "space must be designed and provided for several different purposes: (1) for large-group teaching, (2) for medium-group teaching, (3) for small-group teaching, (4) greatly increase amounts of independent study and reference work, (5) for laboratory work, (6) for teacher preparation activities, (7) for other specialized instructional purposes" (p. 142).

Functions and Components of a Multimedia Center

A multi-media center has become an indispensable factor of the teaching and learning process, especially when it is related to a school library. Nickell (1977) stated "the school library media center functions as a vital instrument, as well as a basic requirement, for quality education by enriching all parts of the educational process" (p. 1). The author also pointed out some of the functions of a school library media center "...the school library media center is many things. It is a resource center... a learning laboratory... a teaching agency... a service agency... a coordinating agency... a guidance agency... The school library media center, then, functions as a central source of all kinds of teaching and learning materials, as a service agency for the people it is serving now, and as an agent for change" (pp. 1-3).

The following are the components of a media center: (1) staff, (2) facilities (3) resources, and (4) budget, which will be discussed in the following sections.

Staff

According to Guillespie and Sprit (1983) based on studies of human resources in school libraries media centers, most of the media center personnel may be listed in three broad categories: professional (e.g., media center directors, assistant librarians, audio-visual specialist), paraprofessionals (e.g., technical assistants), and nonprofessional (e.g., clerks, volunteers).

The amount of personnel required to handle a media center depends on the size of the center. For instance, a single-school media center requires a media specialist, at least one media technician, and at least one media aid (Brown, Norberg & Srygley, 1983). Some of the media center staff functions were defined by Guillespie and Spirt (1973) as:

> budgeting balanced media programs, selecting materials and equipment, acquiring and processing all media and equipment, organizing collections of media and equipment for easy access, circulating media and equipment, arranging schedules that provide accessibility, handling repair procedures,

> preparing operational handbooks for the center, promoting the center, instructing in the location and use of media and equipment, offering reading, viewing, and listening guidance (p. 20).

Resources

The acquisition of materials varies depending on the size, and objectives of the school. The resources and materials selection should be guided by a set of policies and criteria. Guillespie and Spirt (1973) pointed out the collection of materials and equipment must fit the school's curricula and interest and abilities of the users. Brown, Norgber and Srygley (1983) stated "the materials selection program must: (1) be consistent with official policies of school system, (b) use defensible, valid and readily understood selection criteria, and (c) be conducted in such a way as to lead smoothly and efficiently toward final selection and purchase of items holding greatest promise of helping the school or school system to reach its instructional goals" (p. 168). The following are some media center materials suggested by the same author: books, textbooks, films, filmstrips,

disc recordings, audiotape recordings, multimedia kits, maps, charts, picture sets.

Budget

Budget is an important component of the schools media center which is usually built within the school's general budget. The three main source of funding a media center are federal, state and local government. Brown, Norberg & Srygley (1972) described the basic elements of budget planing as: "(a) determining the nature of the tasks to be performed, (b) ascertaining the tools and services required, (c) determining what resources are already at hand to assist with those tasks, and (d) deciding what additional resources (costing what amounts of money) will be required..." (p. 360). Gillespie and Spirt (1983) provided a list of the existing budgeting systems used in school media centers which include lump-sum budget, line-item budget, object-of-expenditure budget and performance budget.

Facilities

The three main components of a media center facility are space, furniture and equipment. Nickel

(1975) stated "the physical appearance of the school library media center and the functional qualities of its furniture and equipment are important to the effectiveness of the program" (p. 99). Guillespie and Spirt (1983) stated "four major groups of functions should be worked into a plan for any school library media center: (1) reading, listening, and viewing, (2) distributing, organizing, and storing the collections, (3) producing instructional materials, and (4) maintaining and repairing equipment" (p. 138).

Instructional Media and Its Use in Cultural Awareness

Instructional media has been defined as any item of material that may be used in teaching and/or learning and the devices needed to implement its use (Thota, 1993). These materials have become a valuable aid to educators by helping them improve the quality of instruction, the outcomes of learning and the learning environment. Thota (1993) stated

> For several decades educators have recognized that well-produced materials such as films, videotapes and sound-slide sets can bring the world into the classroom in very exciting,

informative and authentic ways. Such media enable the teacher to create within the classroom a genuinely exciting learning environment (p. 3).

Instructional media is also used outside the classroom. There are many ways to provide the learner with meaningful experiences utilizing different kinds of instructional media. Goodkind (1988) stated "creative uses of the media should not be limited, however, to just one form. Various combinations of media techniques can produce a valuable learning program for young and old" (p.31).

Instructional programs are widely utilized by museums which are associated in a way with formal education through its long cooperation with schools. Al-Shaer (1988) pointed out that a museum provides the learner with visual education by using its exhibits as an extension of the classroom lesson. Al-Shaer (1988) stated:

> The museums of natural history, science, industry and art have become recognize as tools of visual education. They were mostly devoted to the realization of educational principles. As a

> consequence, museums have become a media of visual education equal in importance to movies and other educational aids used in the classroom; and the practice of conducting children through museums, so that they might see things which they were being told about, have become a museum function of increasing importance. Therefore, some museums have developed this functions by using special transportable exhibits which were prepared and housed in the museums to transmit knowledge everywhere (p. 288).

The use of instructional media programs to make individuals aware of other countries and cultures have been developed by different institutions. The main purpose of cultural awareness through instructional media is to develop communication and understanding among individuals. This purpose is achieved by using the different media forms such as video-tape recording, slides, tapes, films, and computers. Goodkind (1988) stated "the exchange of the visual forms of the media has given a new dimension to the study of other people around the world....you can perceive much about life in

another nation without understanding a word. It is visual. It takes on added meaning whether the form be video-tape, movie film slide-tape programs, or simple pictures" (p. 31).

One of the main components of cultural awareness through instructional media programs is the involvement of the students in the process. Goodkind (1988) explained the long used method of international communication pen pal system has been modified to include creative instructional media. According to the author "the pen pal idea can involve communication with a variety of media forms....These methods include slides, tape cassettes, movie films, and video-tape. In this study Goodkind studies the cases of two schools from different countries that have adopted this method using video-tapes. The use of video-tapes allows the children to meet and learn about each others culture and way of living. Goodkind (1988) also explained a case in Uganda in which elementary school teachers were retrained in an English language program by means of a video tape.

Orson (1988) explained the case of students at the Instituto Allende who learn by direct contact with the Mexican culture and using audio-visual aids. According to the author this Institute has developed courses in which students are required to go on field trips and experience the Mexican culture by observing and doing. The course also offers slides presentation of places and Mexican costumes.

The literature appeared to support a need for supporting instructors with media equipment and materials. Thus the provision of special centers for technical aids to teaching are being implemented in many schools and learning institutions in the United States and around the world. The significance of a multimedia center and instructional programs is that they provide the individual more appealing methods of learning. The utilization of instructional media programs to teach culture programs has also been found to be a good technique. Multimedia centers and instructional programs are used in the most traditional educational settings (schools, colleges) as well as the less formal institutes such as culture institutes.

CHAPTER THREE: METHODOLOGY

Overview

The general purpose of this study was to determine whether or not Arts on the Square in Richmond, Virginia needed a multimedia center to enhance the implementation of its instructional art culturally-oriented programs.

Research Questions

The research questions which guided this study were: the provision of a multimedia center will not enhance the implementation of its instructional art culturally-oriented programs. The dependent variable for this study was the instructional art cultural-oriented programs. The independent variable was the provision of multimedia center.

Sample and Population Demographics

This study was carried out in Arts on the Square. Targeted respondents for the study were individuals who represented a purposive sample of artist/instructors from Arts on the Square. A sample was drawn of 12 artist/instructors. The entire population of Arts on the Square is 18 individuals including: artists (15)

and administrators and staff (3).

The artist/instructor and administrative body of Arts on the Square come from the Richmond Metropolitan Area (6), other states (7) and outside of the U.S. (5). The artist/instructor body was composed of 50.0% African-American, 8.0% Caucasian non-Hispanic artists, 8.0% Hispanic artists (from Cuba and Puerto Rico), and 8.0% Asian artists (China and Bangladesh). The artists ranged from 24 to 64 years of age.

The majority of the artists working at Arts on the Square are comprised of the middle class and their education background varied from high school graduates up to master degrees holders. Only 25.0% of the artists held a master's degree. Over 50% of Arts on the Square body were males (males 10, females 8).

The sampling technique used in this study was the non-probability purposive sampling technique. This technique was selected because the population was judged to be small and there was a need to obtain a representative sample by including a specific group (Babbie, 1983).

Instrument and Scoring

This study utilized an interviewer-administered questionnaire, using a modified version of the UNESCO instrument (1977). The questionnaire survey was developed by the researcher for Arts on the Square. It was designed in a matter to assess the needs of the artist/instructor for a multimedia center and to evaluate the existing instructional cultural-art programs. All artist/instructors involved in the study were interviewed.

The questionnaire included the following three sections: (1) general information on multimedia center, (2) instructional media programs information, and (3) demographic characteristics.

The questionnaire was first pre-tested with art education teachers, and selected artists of the Richmond Metropolitan Area. The pre-test critiques of the instrument obtained in regard to question design and content were incorporated in the final revised version of the interviewer-administered questionnaire. This process was conducted to assure the validity of

the instrument.

Procedures

The interviewer-administered questionnaire contained questions designed to investigate the research problem by using the two questions stated as:

1. Is there a need for a multi-media center in Arts on the Square?

2. In what way, if any, will the provision of a multimedia center enhance the instructional art culturally-oriented programs in Arts on the Square?

The questionnaire was divided into three main sections:

section 1: multimedia center its importance and influence on the instructional programs delivery (Q1. to Q10.)

section 2: implementation of instructional art culturally-oriented programs in Arts on the Square and the need for media materials to enhance the existing programs. (Q11. to Q19.)

section 3: demographic characteristics. (Q20. to Q24).

These questions were designed to provide

categorical information (yes or no). A three point (columns) scale was developed for some of the questions. This scale measured items such as importance (not important, important, very important), familiarity (not familiar, familiar, very familiar), and satisfaction (not satisfied, satisfied, very satisfied).

The collected data were analyzed according to their relationship to the two research questions and reported with summary statistics and percentages in Chapter Four.

CHAPTER FOUR: ANALYSIS OF DATA

Overview

The general purpose of this study was to determine whether or not Arts on the Square in Richmond, Virginia needed a multimedia center to enhance the implementation of its instructional art culturally-oriented programs.

The analysis was conducted in relation to the two research questions: (1) need for a multimedia center in Arts on the Square and (2) implementation of the instructional art culturally-oriented programs.

Need for a Multimedia Center in Arts on the Square.

The familiarity of the respondents with the term multimedia center is presented in Table 1. It shows that 67% of the respondents are "very familiar" with the term multimedia center.

The importance of the provision of a multimedia media center in Arts on the Square is shown in Table 2. The analysis shows that 58% of the respondents considered that the provision of a multimedia center is "very important". Only 8% of the respondents considered the provision of a multimedia center "not

important" .

Table 1

Familiarity of Respondents with the Term "Multimedia Center"

Familiarity	N	%
Not Familiar	2	17%
Familiar	2	17%
Very familiar	8	67%

Table 2

Importance of the Provision of a Multimedia Center in Arts on the Square

Importance	N	%
Not important	1	8%
Important	4	33%
Very Important	7	58%

Eighty three percent of the respondents considered that the provision of a multimedia center would influence their class instruction (see Appendix B). Table 3 indicates from those artist/instructors who responded that a multimedia center would influence their class instruction, 92% reported that it will influence their class instruction in a "positive way". Only 8% of the respondents considered that the provision of a multimedia center will affect their instruction in a "negative way".

Table 3

Way in which a Multimedia Center in Arts on the Square will Influence Your Class Instruction

Way	N	%
In a negative way	1	8%
In a positive way	9	92%

Respondents were asked to circle the types of media equipment that Arts on the Square possesses. Only seven of the seventeen items were circled. Over

50% of respondents reported that Arts on the Square possesses telephone (67%) and copy machine (58%). Twenty five percent reported that Arts on the Square possesses radio and dry mount press. And eight percent reported that Arts on the Square possesses slide projector, projector and photo camera (see Appendix C)

The importance of the provision of media equipment in Arts on the Square is presented in Table 4. Over 50% of the respondents considered that the provision of eleven out of the 17 pieces of media equipment (listed in Q6.) was "very important". These types of media equipment were: copy machine (75%), telephone (92%), dry mount press (67%), over head projector (67%), slide projector (83%), projector (58%), video camera (75%), matting cutter (75%), computer (66%), and photo camera (58%).

Table 5 shows the type of facilities that the respondents usually use to teach their art culturally-oriented programs. Eighty three percent of the respondents reported that they teach their art culturally-oriented programs in their own studios. Only 17% responded that they teach in a museum.

Table 4

Importance of the Provision of Media Equipment in Arts on the Square

Equipment	Not Important	Important	Very Important
Fax machine	17%	25%	41%
Copy machine	0%	17%	75%
Telephone	8%	0%	92%
Dry mount press	8%	8%	67%
Tape recorder	8%	25%	58%
Television/VCR	0%	17%	75%
CD player	25%	25%	42%
Over head projector	0%	16%	67%
Slide projector	0%	8%	83%
Projector	16%	16%	58%
Radio	25%	17%	50%
Video Camera	8%	8%	75%
Matting cutter	2%	0%	75%
Computer	8%	16%	66%
Printer	17%	17%	50%
Dark room	8%	25%	50%
Photo camera	8%	25%	58%

Table 5

Artist/instructors Teaching Facilities

Facility	N	%
My own studio	10	83%
Other artist studio	-	-
The main gallery of Arts on the Square	1	8%
In the hallways of Arts on the Square	4	33%
In a museum	2	17%
Other (classroom)	11	27%

The percentage of respondents who considered that Arts on the Square possesses facilities that can be used as a multimedia center and for production of documents and materials is presented in Table 6. Over sixty percent of the respondents considered that Arts on the Square possesses facilities that can be used as a multimedia center and for the production of documents and materials.

Table 6

Respondents who Considered Arts on the Square Possesses Facilities that Can be Used for a Multimedia Center and Production of Documents and Materials

Facilities	N	%
Use as multimedia center	8	67%
For production of documents and materials	8	67%

Table 7 shows the importance of the provision of a facility for the production of documents and materials in Arts on the Square. Seventy five percent of the respondents considered that it is "very important".

Implementation of the Instructional Art culturally-oriented Programs

The analysis shows that over 50% of the respondents are "very satisfied" with the method that they have used to teach their art culturally-oriented programs in Arts on the Square. Results are presented in Table 8.

Table 7

Importance of the Provision of Multimedia Center in Arts on the Square

Importance	N	%
Not important	1	8%
Important	1	8%
Very Important	9	75%

TABLE 8

Percentage of Satisfaction with Method of Teaching Art Culturally-oriented Programs

Satisfaction	N	%
Not satisfied	1	8%
Satisfied	3	25%
Very satisfied	7	58%

Missing values: 1

Table 9 presents percentage of objectives accomplished by using their teaching method in Arts on the Square. Result indicate that over 40% of the respondents are "very satisfied" and "satisfied" with their teaching method.

Table 9

Percentage of Objectives Accomplished by Using their Teaching Method

Objective	N	%
None of my objectives	-	-
Less than 50%	1	8%
More than 50%	5	42%
All my objectives	5	42%

Missing values: 1

Table 10 presents the different teaching techniques that the respondents are using in Arts on the Square. Individualized instruction (92%) is the most frequently used. The least frequently used teaching technique is films (42%).

TABLE 10

Different Teaching Techniques Used in Arts on the Square

Teaching technique	N	%
Lectures	10	83%
Films	5	42%
Story telling	8	67%
Field trips	9	75%
Individualized Instruction	11	92%
Other	3	33%

The teaching techniques that the respondents would like to use in their art culturally-oriented program are presented in Table 11. Results show a slight difference in the percentage of preference among the techniques.

Ninety two percent of the participants responded that they have used instructional media to developed their art culturally-oriented programs (see Appendix D).

Table 11

Preference among teaching techniques

Teaching technique	N	%
Lectures	10	83%
Films	8	67%
Story telling	7	58%
Field trips	8	67%
Individualized Instruction	9	75%
Other	7	58%

Table 12 shows that over 60 percent of participants consider that the implementation of

Table 12

Importance of Instructional Media Programs to Accomplish Program Objectives

Importance	N	%
Not important	2	17%
Important	2	17%
Very important	8	67%

instructional media is "very important" for the accomplishment of their program objectives.

Respondents were asked to circle the instructional media materials that Arts on the Square possesses. Over 40% of respondents reported that Arts on the Square possesses slides and 16% reported audio recordings. Results are shown in Table 13.

The instructional media materials most needed to accomplish the respondents course objectives in their art/cultural-oriented programs are presented in Table 14. Over 80% of the respondents considered that slides, motion picture, video recording and audio recording are the instructional materials most needed.

Table 13

Instructional Media Materials possessed by Arts on the Square

Materials	N	%
Filmstrip	0	0%
Slides	5	42%
Motion picture films	1	8%

Materials	N	%
Video recording	1	8%
Audio recording	1	8%
Overhead transparencies	-	-
Other	3	27%

Table 14

Instructional Media Materials most Needed to Accomplish Art Culturally-oriented Program Objectives

Materials	N	%
Filmstrip	8	67%
Slides	10	83%
Motion picture films	10	83%
Video recording	10	83%
Audio recording	10	83%
Overhead transparencies	8	67%
Other	3	43%

CHAPTER FIVE: CONCLUSIONS

The general purpose of this study was to determine whether or not Arts on the Square in Richmond, Virginia needed a multimedia center to enhance the implementation of its instructional art culturally-oriented programs. This chapter is divided into two section: (1) summary of findings, and (2) implications for further research.

Summary of Findings

The findings in this study revealed that there is a need for a multimedia center in Arts on the Square. Over 90% of the respondents considered that the provision of a multimedia center is "important" and "very important" for their class instruction and that it will influence their instruction in a positive way. Respondents also felt that it is "very important" that Arts on the Square provides them with the following types of equipment: copy machine, telephone, dry mount press, over head projector, projector video camera, matting cutter, computer and photo camera.

The study findings also revealed that over sixty percent of the respondents considered that Arts on the

Square possesses the facilities for a multimedia center and for the production of documents and materials which were considered as "very important" by 75% of the participants. Clearly the conclusions suggested that there is a need for a multimedia center, and equipment for the production of documents and materials in Arts on the Square. A multimedia center will provide the artists the technical support needed to enhance the implementation of their instructional programs. This finding could be related to the results found in the early transformation of school libraries into media centers (Gaver, 1977; Odenstam, 1977; Delannoy, 1977).

The findings on the implementation of art culturally-oriented programs also revealed that there is a need to enhance the programs by the provision of a multimedia center and its equipment and materials.

Although more than 80% of the respondents said that they were "satisfied" and "very satisfied" with their method of teaching, only over 40% of the respondents accomplished "all their objectives" by using their teaching method. The most used teaching method in Arts on the Square are individualized

instruction, lectures and field trips. Other teaching techniques that the respondents would like to use were films and other (theater/music live). The study findings also revealed the type of instructional material that Arts on the Square possesses the most is slides. Participants also responded that the most needed instructional media materials (to accomplish their objectives) were slides, motion picture films, video recording, and audio recording (mentioned by over 80% of respondents). These results could be related to the studies in which this teaching methods have been successfully implemented (Goodkind, 1988; Orson, 1988).

The findings also show that over 80% of the respondents considered that instructional media programs were "important" and very "important" in the accomplishment of their objectives.

Clearly it is shown that Arts on the Square is lacking needed materials that may positively influence the outcome of the program's goals and objectives set by the artists.

Implications for Further Study

The study clearly presents the artist/instructor

need for media equipment/materials and for the production of documents and materials provided by the provision of a multimedia center.

In a more widely way these findings imply that other art institutions can implement instructional programs to instruct people by using the different art fields.

A key finding of this study is the accomplishment of the program objectives. There is a link between the use of media equipment/materials and the successful accomplishment of the program objectives.

The findings of this study recommend the need to explore more deeply the relationship between a media center/instructional programs and the accomplishment of program objectives. The experimental research method is suggested to further investigate this relationship.

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Appendix A

ARTS ON THE SQUARE: MULTIMEDIA CENTER
QUESTIONNAIRE

Hello! I am a graduate student at Virginia State University working on a survey for Arts on the Square as a requirement to complete my Master of Education degree. Results of the survey will be used for evaluating existing instructional programs and assessing the need for a multimedia center. There are a maximum of twenty four questions I need to ask you. You are free to refuse to answer any or all questions, but I sincerely need all the information you can provide.

Q1. How familiar are you with the term "multimedia center"? (Circle one)

1. not familiar 2. familiar 3. very familiar

Q2. In your opinion, how important is the provision of a multimedia center in Arts on the Square? (Circle one)

1. not important 2. important 3. very important

Q3. Would the provision of a multimedia center influence your class instruction?

1. NO
2. YES

Q4. In what way, would the provision of a multimedia center in Arts on the Square influence your class instruction? (circle one)

1. in a positive way
2. in a negative way

Q5. Does Arts on the Square possess any or all of the following equipment:

Equipment	does not possess	possesses
Fax machine	DNP	P
Copy machine	DNP	P
Telephone	DNP	P
Dry mount press	DNP	P
Tape recorder	DNP	P
Television/VCR	DNP	P
CD player	DNP	P
over head projector	DNP	P
Slide projector	DNP	P
Projector	DNP	P
Radio	DNP	P
Video Camera	DNP	P
Matting cutter	DNP	P
Computer	DNP	P
Copy Machine	DNP	P
Printer	DNP	P
Dark room	DNP	P
Photo camera	DNP	P

Q6. How important do you feel it is the provision of the following equipment for your art/cultural-oriented class instruction?

Equipment	not important	important	very important
Fax machine	NI	I	VI
Copy machine	NI	I	VI
Telephone	NI	I	VI
Dry mount press	NI	I	VI
Tape recorder	NI	I	VI
Television/VCR	NI	I	VI
CD player	NI	I	VI
over head projector	NI	I	VI
Slide projector	NI	I	VI
Projector	NI	I	VI
Radio	NI	I	VI
Video Camera	NI	I	VI
Matting cutter	NI	I	VI
Computer	NI	I	VI
Copy machine	NI	I	VI
Printer	NI	I	VI
Dark room	NI	I	VI
Photo camera	NI	I	VI

Q7. In which of the following facilities do you usually teach your art/cultural-oriented program? (Circle all that apply).

1. My own studio
2. Other artist studio
3. The main gallery of Arts on the Square
4. In the hallways of Arts on the Square
5. In a museum
6. Other (please specify):_____

Q8. Does Arts on the Square possess any facilities which can be used in their present condition as a multimedia center?

1. NO
2. YES

Q9. Does Arts on the Square possess any facilities which can be used for the production of documents or materials?

1. NO
2. YES

Q10. How important is it for you to have a facility which can be used for the production of documents or materials in Arts on the Square.

1. not important 2. important 3. very important

The following section pertain to the specific art/cultural-oriented programs that you have taught in Arts on the Square?

Q11. How satisfy are you with the method that you have used to teach your art/cultural-oriented programs in Arts on the Square?

1. not satisfied 2. satisfied 3. very satisfied

Q12. Please indicate how many of your art/cultural oriented course objectives you have accomplished by using your teaching method? (Please circle one)

1. none of my objectives
2. less than 50 percent of my objectives
3. more than 50 percent of my objectives
4. all my objectives

Q13. Which of the following instructional techniques are you currently using in your art/cultural-oriented courses? (Please circle all that apply)

1. Lectures
2. Films
3. Story telling
4. Field trips
5. Individualized instruction
6. other (please specify):_____

Q14. Which of the following instructional techniques would you like to use in your art/cultural-oriented courses? (Please circle all that apply)

1. Lectures
2. Films
3. Story telling
4. Field trips
5. Individualized instruction
6. other (please specify:_____

Q15. How familiar are you with the term "instructional media program".

1. not familiar 2. familiar 3. very familiar

Q16. Have you ever use instructional media to develop your art/cultural-oriented programs?

1. NO
2. YES

Q17. In your opinion, how important is the implementation of instructional media programs to accomplish your art/cultural-oriented course objectives? (Circle one)

1. not important 2. important 3. very important

Q18. Please indicate which of the following instructional media materials does Arts on the Square possess? (Please circle all that apply)

1. Filmstrip
2. Slides
3. Motion picture films
4. Video recording
5. Audio recording
6. Overhead transparencies
7. Other (please specify):_____

Q19. Please indicate which of the following instructional media materials, if any, you feel are most needed to accomplish your art/cultural-oriented course objectives? (Please circle all that apply)

1. Filmstrip
2. Slides
3. Motion picture films
4. Video recording
5. Audio recording
6. Overhead transparencies
7. Other (please specify):_____

Background information questions

Q20. Please circle the number below which indicates the total years of schooling that you have completed (Circle one number)

Grade School								High School				College				Graduate School				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

Q21. What was your age in your last birthday?

_____ years of age

Q22. Please circle the number of the category that contains your annual income (before taxes) for 1993. (Circle one number)

1. Less than 10,000
2. 10,000 to 24,999
3. 25,000 to 49,999
4. 50,000 or more.

Q23. What is your sex?

1. Female
2. Male

Q24. Which of the following best describes the your race or ethnic background?

1. Caucasian non-Hispanic
2. African-American
3. American Indian
4. Asian/Pacific Islander
5. Hispanic

Thank you for your cooperation

Appendix B

TABLE A

Provision of Multimedia Center

Influence Your Class Instruction

Use	N	%
NO	2	17%
YES	10	83%

Appendix C

TABLE B

Equipment possessed by Arts on the Square

Equipment	Does not Possesses		Possesses
Fax machine		25%	41%
Copy machine	0%	17%	75%
Telephone	8%	0%	92%
Dry mount press	8%	8%	67%
Tape recorder	8%	25%	58%
Television/VCR	0%	17%	75%
CD player	25%	25%	42%
Over head projector	0%	16%	67%
Slide projector	0%	8%	83%
Projector	16%	16%	58%
Radio	25%	17%	50%
Video Camera	8%	8%	75%
Matting cutter	2%	0%	75%
Computer	8%	16%	66%
Printer	17%	17%	50%
Dark room	8%	25%	50%
Photo camera	8%	25%	58%

Appendix D

TABLE C

Use instructional Media Programs

Use	N	%
NO	1	8%
YES	11	92%

Appendix E

Slide Presentation

Slide Title	Slide Narration
1. Master Plan	Six Street Market Place Master Plan including Arts on the Square
2. Arts on the Square	Plan of Arts on the Square includes Main Gallery and the artists' studios
3. A ON SQ	Front of the Main Gallery in Arts on the Square in Richmond, VA. Exhibits of local artists as well as artists from other states are presented in this gallery. Special events take place in this gallery such as the "Annual Arts on the Square Artists Exhibit"
4. Studios	The Arts on the Square studios function as "small" galleries and classroom settings for the artist/instructors of Arts on the Square
5. Cultural Gallery	Arts on the Square partly fulfills its cultural awareness mission by presenting Culture-oriented exhibits in the Main Gallery every month
6. AZTEC	In my PHE Hispanic Art classes I invited an Aztec dancer to

	demonstrate and explain the students the meaning of death through its Aztec ritual dances
7. AZTEC II	Through his elaborated costumes and mystic movements the dancer show the learners how the ancient Aztecs showed their respect to their Gods and Goddesses
8. AZTEC III	The Aztec explained the students of the meaning of its "pinacho" (feathered hat) made out of exotic bird feathers.
9. AZTEC IV	The Aztec dancer also modeled for the young artist to make masks out of the impressions they got of his facial expression and his costume
10. ALVAREZ	USA city was a painting done by young artists integrating the city of Richmond with the Aztec Pyramids
11. ALVAREZ II	Road of Mind- painting done by young artists expressing their feelings about the different roads of life.
12. ALVAREZ III	The young artists explained (by painting) the perspectives of the different textures of Hispanic paintings

13. CRISTO	Pastel done by Alvarez. It was used in class instruction to show the learners the perception of Christ by Hispanic culture
14. COLON	Painting by Alvarez used to explained in a satiric/humorous way the discovery of America by Christopher Columbus
15. Peoples Mind	Alvarez showed the learners the basic colors as well as the different geometric figures
16. Palenguera	Hispanic woman in the beach of Cartagena, Colombia used to explained the learners about the different ethnic mixture of the Hispanics
17. Murallas	A little bit of history and the Spaniard influence in Latin America
18. Murallas II	Used to explain the myth of a Spaniard and his love for an Indian
19. Cartagena	Colonial architecture in Latin America used for comparison purposes with the American colonial period
20. Cartagena II	Balcones de Colombia (Colombian balconies) a essential part of the

	Hispanic architecture and lifestyle in most Latin American countries
21. Cartagena III	Sports are a significant part of the lifestyle of the Hispanics
22. PLayas	Most of the Latin American countries have warm and sandy beaches where Hispanics go often to recreate and have fun. Hispanics like to have fun and party; it is part of the culture
23. Folklore	Typical creole clothing, basic colors were white and red. Used in the different festivities during the year
24. Colonial	The Catholic religion is the main religion in Latin America. Hispanic are very religious and the go to church often. Most of the countries in Latin America have a church in every town. This religion was brought to the new world by the Spaniards who built their towns around their churches

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Special thanks to all the artists, who have dedicated their life to teaching others the beauty of their artistic world. Especially, the artists in Arts on the Square for their good work and their collaboration in this project.

Last but not least I wish to thank my good friend Juny Mendez who encouraged me to keep going in my moments of depression.

Janet Alvarez Gonzalez was born in 1965 in a beautiful island named Puerto Rico. Until the age of 19 she studied in Catholic schools in Puerto Rico. Looking for adventures she moved to Richmond, Virginia where she earned her Bachelors of Science at Virginia Commonwealth University in Psychology. Mrs. Alvarez was the first Hispanic in the state of Virginia who started a bilingual newspaper called El Eco de Virginia. She has also been the first Hispanic fine artist to exhibit her work in the Valentine Museum in Richmond, Virginia. In 1992 she decided to pass on her culture and art to inner-city children by teaching in Arts on the Square.

Mrs. Alvarez has taught the Spanish language at Virginia State University and has published her poems, short stories and essays in a number of publications in the country. She enjoys being a reporter as well as an all-time student.